Welcome!
Please find a seat with folks from your school system
(if possible)

Maine Race To The Top Conceptual Framework

www.maine.gov/education/racetothetop

Agenda

➤ Welcome and Overview

➤ Standards and Assessments for Student Success

➤ Data Systems to Measure Success and Inform Instruction

➤ Recruiting, Developing, Retaining, and Rewarding Effective Teachers and Principals

➤ Turning Around Our Lowest Performing Schools

➤ Response to Questions and Closing Remarks

Process for Tonight's Feedback

➢ Review of Assurance components by section

➢ School system consensus, comments, and questions noted on feedback forms

➢ Questions that you would like more immediate feedback on can be submitted on 3 x 5 cards

➢ WestEd facilitators and Department of Education (DOE) staff will circulate to groups informally

➢ Refreshments and breaks as needed

➢ Closing comments will include response to selected questions. Additional responses will be posted on the Race To The Top (RTTT) website

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Race To The Top

Race to the Top (part of the American Recovery & Reinvestment Act) is a competitive federal grant that provides significant funding to states to advance reforms around four specific areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Awards in Race to the Top will go to states that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for states and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to

Sign up for Race To The Top updates via our
e-mail Newsletter

Materials from the Regional Meetings

Powerpoint: Maine's RTTT Application (PPT | PPS | PDF)

Video: "Imagine" (Coming soon)
Six-minute video collage highlighting innovative practices in education in Maine

Memorandum of Understanding (DRAFT)
Includes the MOU and Exhibit 1, which was also distributed to SAUs as a feedback device. For online feedback, use the online survey below.

Discussion Guiding Questions
Used to help facilitate table discussions

SAU feedback form
Distributed one per SAU at meetings. For online feedback,

Race To The Top

➢ **$4.35B** competitive grant to encourage and reward states implementing comprehensive reforms across four key areas:

1) Internationally benchmarked *standards and assessments* that prepare students for college and the workplace success
2) Recruiting, rewarding, and retaining *effective teachers and principals*
3) Building *data systems* that measure student success and inform teachers and principals how they can improve their practices
4) *Turning around the lowest-performing schools*

➢ With an overarching goal of:

– Driving substantial gains in **student achievement**
– Improving high school **graduation rates**
– **Narrowing achievement gaps**

About Race To The Top

- Two approaches to reform:
  - Creating conditions for innovation and reform (legal/regulatory)
  - Enabling comprehensive approaches to continuous improvement (practice)

- States are encouraged to:
  - Design a unified state effort around ambitious reforms
  - Support school systems' reform efforts: identify effective practices, replicate and disseminate those practices, then hold school systems accountable for outcomes
  - Align the American Recovery and Reinvestment Act (ARRA) and other funds to have the most dramatic impact

Competition Structure

➢ Race To The Top State Competition: ~$4B

➢ Provide incentives to states taking a systematic approach to education reform; winning states will comprehensively address all four reform areas

➢ States are the applicants and they apply individually (not as part of consortia)

➢ At least 50% of funds must flow through states to participating school systems (including public charter schools identified as school systems) based on the Title I formula

➢ Non-binding budget ranges as guidance

Competition Structure

➢ States will have two opportunities to apply (same or similar application)

  – Phase 1: January 19, 2010

  – Phase 2: June 1, 2010

➢ Maine will apply in Phase 2 after the Maine Legislature has voted on several bills introduced by Governor Baldacci to remove any legislative barriers to applying

➢ Note: Shortly, the U.S. DOE will announce a Race To The Top Standards and Assessments Competition: ~$350M

Five Requirements, Priorities, and Criteria:

1) Eligibility requirements – must be met in order to apply

2) Absolute priorities – must be addressed in the application

3) Selection criteria – accomplishments and plans that earn points

4) Competitive priorities – areas that earn "extra credit" or act as "tie breakers"

5) Invitational priorities – areas that Secretary Duncan is interested in but do not earn explicit points

About Selection Criteria

A **reward for past accomplishments and an incentive for future action** – judged by panels of peer reviewers:

➢ **State Reform Conditions Criteria**:

 – Reward states that have demonstrated the will and capacity to improve education by creating statutory, regulatory, and other conditions conducive to reform and innovation

 – States judged by their accomplishments prior to the application deadline

➢ **Reform Plan Criteria:**

 – The comprehensive reform strategies that states propose to develop and implement, together with their participating school systems, across and within each of the four education reform areas

 – States judged by the quality of their plans and by the extent to which they have set targets that are ambitious, yet achievable

Eligibility Requirements

A potential state applicant that does not meet both of these requirements will be ineligible to apply for a Race To The Top grant

1. State's applications for funding under Phase 1 and Phase 2 of the **State Fiscal Stabilization Fund (SFSF) program must be approved** by the U.S. DOE:
   - For Phase 1 applicants: prior to award in April 2010
   - For Phase 2 applicants: prior to the state submitting its Race To The Top Phase 2 application, June 1, 2010.

2. States must not have any legal, statutory, or regulatory barriers to **linking data** on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

Absolute Priority

A state application must meet this priority.

1. The state's application must **comprehensively address *each of the four education reform areas*** so as to:

   – Demonstrate that the ***state*** and its participating ***school systems*** are taking a ***systemic*** approach to education reform

   – Increase student achievement, reduce the achievement gap, and increase the rates at which students graduate from high school prepared for college and careers

Selection Criteria Framework

Selection Criteria are organized into five areas:

1) Standards and Assessments
2) Data Systems to Support Instruction
3) Great Teachers and Leaders
4) Turning Around Struggling Schools
5) Overall

There are two types of criteria within each area:

– <u>State Reform Conditions Criteria</u>: Conditions a state has created to enable innovation and reform (mostly legal/regulatory) – rewards accomplishments not intentions

– <u>Reform Plan Criteria</u>: Plans a state is proposing, with its participating school systems, for implementing new practices – what states/school systems will do with this funding

Selection Criteria

Overall Criteria

State Reform Conditions Criteria

> E1   Demonstrating significant progress

> E2   Making education funding a priority

> E3   Enlisting statewide support and commitment

Reform Plans Criteria

> E4   Raising achievement and closing gaps

> E5   Building strong statewide capacity to implement, scale, and sustain proposed plans

Competitive & Invitational Priorities

Competitive Preference Priority:

➢ *An application that meets this priority may be favored over an application of comparable merit that does not.*

- Emphasis on science, technology, engineering, and mathematics (STEM) 15 points

Invitational Priorities:

➢ *We are interested in receiving applications that meet these priorities, but do not give such applications preference over others.*

- Expansion and adaptation of statewide longitudinal data systems
- PK-20 coordination and vertical alignment
- School-level conditions for reform and innovation
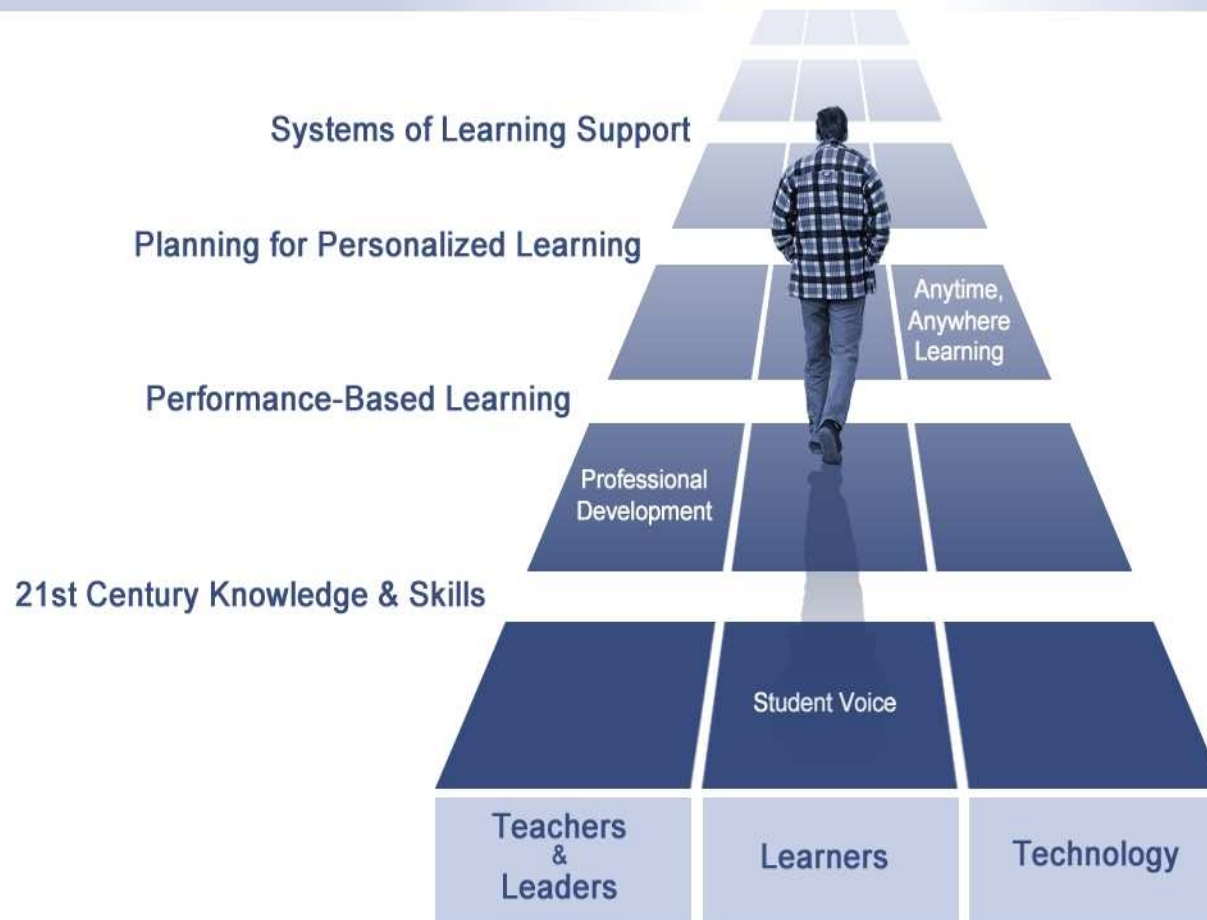- Innovations for Improving Early Learning Outcomes

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Timeline for Maine

- March 2010 regional sessions to gather input

- April 2010 framework to school systems

- May 15, 2010 school systems submit MOU to Maine DOE
  - Superintendent, school board, and teachers union all sign off

- May 2010 Maine DOE finalizes proposal

- June 1, 2010 submission of proposal

- September 2010 grants awarded

System of Learning Supports

Planning For Personalized Learning
Student Voice
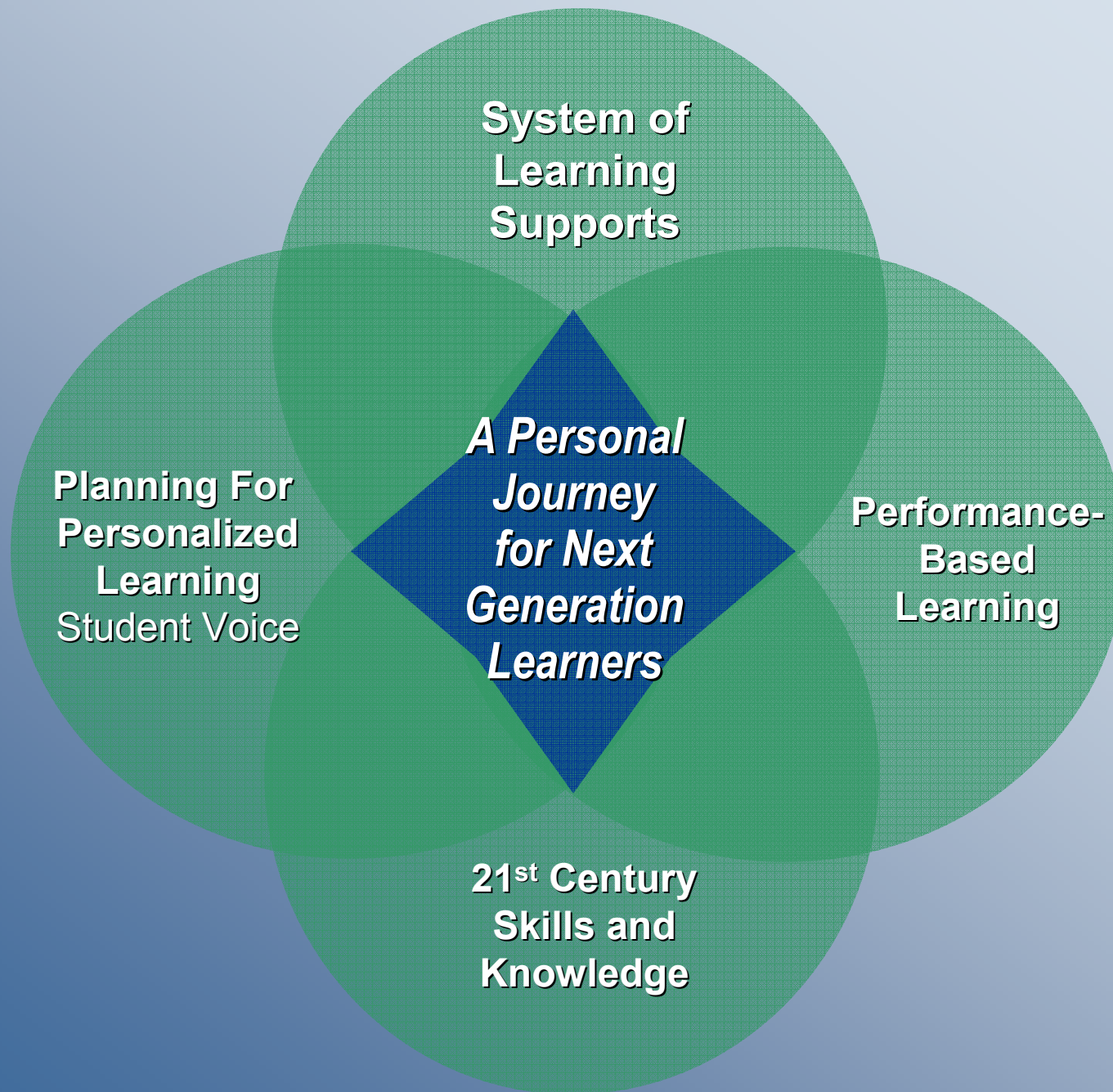
A Personal Journey for Next Generation Learners

Performance-Based Learning

21st Century Skills and Knowledge

Selection Criteria

Standards & Assessments

State Reform Conditions Criteria
- A1   Developing and adopting common standards
- A2   Developing and implementing common, high-quality assessments

Reform Plan Criteria
- A3   Supporting transition to enhanced standards and high-quality assessments

RTTT Assurance: Adopt the Standards and Assessments that Prepare Students to Succeed in Post-Secondary Education and the Workplace and to compete in the Global Economy

A. Standards and Assessment

1. Align Curriculum
2. STEM assessments
3. Maine Course Pathways
4. Standards based system
5. Implement MLR rubrics
6. Implement early learning standards
7. Provide access to virtual learning
8. Access for online learning for teachers, students, and the community

B. Balanced Assessment System

1. Implement formative, interim and summative assessments and adaptive computerized interim benchmarked assessments
2. Partner with Career and Technical Education (CTE), adult education, apprenticeship, etc. to demonstrate achievement
3. Integration of industry standards in CTE
4. Board Examination System
5. Increase Advanced Placement (AP) and International Baccalaureate (IB) courses

Components Review Process
Adopting Standards and Assessments
Section 1

➢ Start by individually reviewing the components for this section.

➢ Discuss the guiding questions noted on the feedback forms and record your comments, feedback and questions.

➢ Through consensus rate each component as:
   1) Most Important   2) Important or 3) Least Important

RTTT Assurance: Adopt the Standards and Assessments that Prepare Students to Succeed in Post-Secondary Education and the Workplace and to compete in the Global Economy

C. Provide support structures for all students to achieve the standards

   1) Comprehensive system of support for students and a system of interventions
   2) Multiple pathways
   3) "My Voice Survey"
   4) Tracking student progress
   5) Innovative schools
   6) Extended learning opportunities
   7) Personalized learning system
   8) Early childhood programs
   9) Increase dual enrollment and Early College opportunities

Components Review Process
Adopting Standards and Assessments
Section 2

➢ Start by individually reviewing the components for this section.

➢ Discuss the guiding questions noted on the feedback forms and record your comments, feedback, and questions.

➢ Through consensus rate each component as:

1) Most Important   2) Important or 3) Least Important

Selection Criteria

Data Systems to Support Instruction

State Reform Conditions Criteria
- B1   Fully implementing a statewide longitudinal data system

Reform Plan Criteria
- B2   Accessing and using state data
- B3   Using data to improve instruction

RTTT Assurance: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction

1. Multiple measures to document student progress and professional development
2. Measure student growth
3. Data portal for professional development
4. Use daily assessments to support students
5. Serving underserved and special populations
6. Student participation, achievement, etc.
7. School and school system report card
8. Drop-out warning system
9. PK-College data system

Components Review Process
Building Data Systems

➢ Start by individually reviewing the components for this section.

➢ Discuss the guiding questions noted on the feedback forms and record your comments, feedback, and questions.

➢ Through consensus rate each component as:
  1) Most Important   2) Important or 3) Least Important

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Selection Criteria

Effective Teachers and Leaders

State Reform Conditions Criteria

- C1   Providing alternative pathways for aspiring teachers and principals

Reform Plan Criteria

- C2   Differentiating teacher and principal effectiveness based on performance
- C3   Ensuring equitable distribution of effective teachers and principals
- C4   Reporting the effectiveness of teacher and principal preparation programs
- C5   Providing effective support to teachers and principals

RTTT Assurance: Recruiting, Developing, Rewarding, and Retaining Effective Teachers and Principals, especially where they are needed most

1. Educator evaluation systems / multiple measures
2. Educator development models
3. Leadership development
4. Professional development tied to student achievement data
5. Performance based compensation
6. Elevate professional development through the teacher portal
7. Online learning opportunities for educators

Components Review Process
Effective Teachers and Principals

➢ Start by individually reviewing the components for this section.

➢ Discuss the guiding questions noted on the feedback forms and record your comments, feedback, and questions.

➢ Through consensus rate each component as:
   1) Most Important   2) Important or 3) Least Important

Selection Criteria

Turning Around Struggling Schools

State Reform Conditions Criteria

- – D1   Intervening in the lowest-performing schools and school systems
- – D2   Increasing the supply of high-quality charter schools Reform Plan Criteria
- – D3   Turning around struggling schools

Turn Around School Models

- **Turn Around Model**
  - Replace principal, hire no more than 50% of teachers

- **Restart Model**
  - Convert or close a school and reopen as a charter

- **School Closure**
  - Close school and enroll students in another school

- **Transformation Model**
  - Replace the principal
  - Increase teacher and principal effectiveness
  - Institute comprehensive instructional reform
  - Increase learning time
  - Operational flexibility and sustained support

RTTT Assurance: Turning Around Our Lowest Achieving Schools

1) School Improvement Grant (SIG) or lowest 5% must use a turn around model

2) State intervention team

3) Corrective action plan if graduation rate is less than 80% by 2012

4) Targeted, intensive support for high needs school systems

Components Review Process
Turning Around Our Lowest Performing Schools

Reflect on the following questions….

➢ What innovative practices in your school system have produced high student achievement that can *BE* adopted by other school systems?

➢ How could these be shared *WITH* and adopted by other school systems?

➢ Please list the practices and record your thoughts on adoption strategies.

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Maine
Race To The Top

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